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ABSTRACT

One of the major roles of historically black colleges and universities was to train young blacks to become teachers in the segregated school systems of the United States. This report, the second in a series focusing on the supply of minority teachers, discusses: (1) the role historically black colleges and universities have played in meeting the need for minority teachers; (2) the reasons for the decline in the number of black students majoring in education; and (3) efforts historically black institutions have taken to thwart further declines. Recommendations to increase the number of minority teacher education students are made. (JD)

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REGIONAL SPOTLIGHT

SOUTHERN REGIONAL EDUCATION BOARD

NEWS OF EDUCATION IN SREB STATES

Preparing More Minority Teachers

The Impact of Historically Black Institutions on the Supply of Black Teachers

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

- *What role have historically black colleges and universities played in meeting the need for minority teachers?*
- *Why has the number of black students majoring in education declined?*
- *What efforts have historically black colleges and universities taken to thwart further declines?*

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From their inception more than a century ago until the 1970s, a major mission of historically black colleges and universities was to train young blacks to become teachers in the segregated school systems of the United States. Teaching was one of the few professional occupations in which there was a demand for blacks.

In recent years, these institutions have changed significantly in terms of focus, enrollment, and the number and types of degrees awarded. To keep pace with opportunities and demands and to continue their influence on the progress made by the black population in the United States, they are producing graduates in almost all fields, including business, engineering, and science. At the same time, the impact of these institutions on the supply of black teachers continues to be as significant as when the first black college was founded in the late 1800s.

Of the 98 historically black institutions in the nation, 91 are located in Southern Regional Education Board (SREB) states. In 1984-85 historically black colleges and universities supplied slightly less than half of the black teachers in the nation. All colleges and universities in the SREB states produce two of three black teachers in the nation, of which more than half are from historically black institutions. This translates into about one of every three black teachers in the nation as graduates from a historically black institution in SREB states.

This report is the second in an SREB series focusing on the supply of minority teachers. The initial report discussed "Preparing More Minority Teachers: Why the Decline in Minority Teachers?" (April 1989). The third report will discuss actions taken by SREB states to increase the number of minority teachers.

Enrollment and Degree Shifts

For the purposes of this publication, data from 1976 to date combine historically black and predominantly black institutions. Predominantly black institutions are those in which black students comprise more than 50 percent of the total enrollment. Historically black institutions are those founded for black students. In some states (Louisiana, Mississippi, and Oklahoma) the predominantly black and the historically black institutions are the same. In other states (Kentucky and West Virginia) there are institutions that were founded as institutions for black

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students which are no longer predominantly black. And in several states institutions which were not founded as colleges for black students currently have predominantly black enrollment.

Black undergraduate enrollment in the nation increased three percent from 1976 to 1986. However, during the same time period, a large percentage of the black undergraduate students were enrolled in two-year colleges, 42 percent in 1976 and 43 percent in 1986. This factor, coupled with increasing numbers of black students who enrolled in the nation's predominantly white four-year institutions, influenced a decline in the share of black enrollment (from 47 percent of all black undergraduates in 1968 to 30 percent in 1986) in historically black colleges and universities across the nation.

Changes in enrollment patterns of black students over the last 20 years have been even more dramatic in the SREB states (Table 1). Although black enrollment in the SREB states increased over 8 percent from 1976 to 1986, 37 percent of the region's black students were enrolled in two-year colleges (36 percent in 1976). In the SREB states in 1986, only one of every three black undergraduate students was enrolled in a historically black institution, compared to nearly one-half in the mid-1970s and 75 percent in 1968.

Despite black undergraduate enrollment declines, historically black colleges and universities continue to award a large number of bachelor's degrees to black students (Table 2). However, between 1976 and 1985, the number of black students earning bachelor's degrees declined over 3 percent nationwide. In addition, the number of degrees awarded by historically black colleges and universities also decreased 30 percent.

Bachelor's degrees awarded to black students in the SREB region decreased slightly from 1976 to 1985, but the proportion of degrees awarded by the region's historically black colleges and universities shifted downward—from 69 percent in 1976 to 51 percent in 1985. Even with this decline, the historically black institutions in SREB states still produce over one-half of the region's black college graduates (see Figure 1).

Decline In Teacher Education Graduates

Fewer students, black or white, are choosing to major in education, but the decline in the number of teacher education graduates in historically black colleges and universities is more notable. In the

Table 1

Undergraduate Enrollment of Black Students
1976, 1980, 1986

	1976*		1980*		1986	
	United States	SREB States	United States	SREB States	United States	SREB States
Total Black Undergraduate Enrollment	866,607	367,231	1,020,070	426,197	973,474	435,021
Total Black Undergraduate Enrollment in Historically Black Colleges and Universities	273,848	164,519	287,660	161,955	287,773	149,145

* Oklahoma, which became a member of the Southern Regional Education Board in 1985-86, was not included in the SREB analysis for 1976 and 1980.

SOURCES: SREB Analysis of National Center for Education Statistics data tapes of fall enrollment in higher education 1976, 1980, and 1986.

Table 2

Undergraduate Degrees Awarded to Black Students
1976, 1981, 1985

	1976*		1981*		1985	
	United States	SREB States	United States	SREB States	United States	SREB States
Bachelor Degrees Awarded to Black Students	59,297	28,945	60,729	29,837	57,563	28,664
Bachelor's Degrees Awarded to Black Students by Historically Black Colleges and Universities	23,581	19,843	19,799	16,910	18,172	14,719

* Oklahoma, which became a member of the Southern Regional Education Board in 1985-86, was not included in the SREB analysis for 1976 and 1981.

SOURCES: SREB Analysis of National Center for Education Statistics data tapes of earned degrees 1975-76, 1980-81, and 1984-85.

mid-1970s, more than half of the black teacher education graduates were from historically black institutions across the nation; this decreased slightly to 45 percent in 1985. In 1985, more than one-third (39 percent) of the nation's black teacher education graduates were from historically black colleges and universities located in the SREB region — a decline from 46 percent in 1976.

In the SREB region, in 1976, 74 percent of the bachelor's degrees in education earned by black students were from historically black institutions. However, by 1985, only 58 percent of the black students who earned bachelor's degrees in education were from historically black colleges and institutions (see Figure 2). A major factor contributing to the decline is that as broader and more varied career opportunities became available for minorities, black students at historically black institutions began to earn degrees in other fields.

As a result, some historically black institutions shifted their focus to other majors, such as science and business. For instance, Xavier University of Louisiana has more than tripled its placement of blacks in the health professions. Xavier has now grown to the nation's number one position in placing blacks in pharmacy and number two in placing blacks in medicine. The Office of Health Professions at Morehouse College (Georgia) coordinates three programs designed to increase the number of minorities in the health professions: the E. E. Just Summer Science Institute, the Frederick E. Mapp High School Summer Science Scholars Program, and the Morehouse College Pre-Freshman Summer Program. The latter is held at Meharry Medical College (Tennessee), one of four predominantly black medical schools. Each program is designed to prepare and encourage minority high school students to pursue careers in science by focusing on research-mentorship, academic enrichment, and seminars and field trips.

Education Reform in the 1980s

Demands to change the ways teachers are selected and prepared began in the late 1970s. The educational reform movement identified improving the quality of teachers as part of the solution to the problems in education, since far too often the characteristics and capabilities of teachers did not meet the public's needs and expectations. Consequently, many institutions raised admissions standards to teacher education programs and states mandated changes in teacher education and certification criteria. These changes resulted in institutions taking steps to increase the overall academic preparation of those aspiring to be teachers. These changes took a

variety of forms. For example, more stringent requirements for admission to teacher education programs often included:

— minimum grade point averages;
— minimum score on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT); and
— passing scores on "basic skills" tests, such as Educational Testing Service's Pre-Professional Skills Test (PPST), or a state-developed test.

The reform movement hit the historically black colleges and universities hard. The new, higher admissions standards were more difficult to meet. Fewer of their graduates could pass the certification tests on the first attempt. And, most historically black institutions experienced sharp declines in the number of students applying to teacher education programs and completing initial certification programs during the 1980s.

An SREB study indicated that 93 percent of the responding historically black colleges and universities experienced a decrease in the number of students applying to teacher education programs from 1982 to 1987. For example, one college reported 114 applicants in 1982, but only 55 by 1987. Most of the institutions indicated dramatic declines in the number of students completing undergraduate teacher education programs during that same period.

In another SREB study surveying historically black colleges and universities, most of the respondents indicated that the total enrollment in, and number of students graduating from, teacher education programs declined during the 1980s. Reported enrollment rates were down an average of 60 percent, and graduation rates an average of 30 percent.

In addition to frequently cited negative perceptions of the profession and broader career opportunities in other fields, many historically black institutions attributed the decline in enrollment in education programs to students' inability to meet teacher education program admissions standards or state teacher certification requirements.

For those few institutions who reported an increase in enrollment, the contributing factors cited included:

— increases in the number of older or non-traditional students;
— reputation of the education department;
— increases in the number of non-black students; and
— revised and strengthened curricula.

Most of the historically black colleges and universities also reported low passing rates on teacher certification tests from 1982 to 1986. The average first-time pass rate on teacher certification tests during 1986 was 49 percent (for those institutions that reported data). Nine of the fifteen SREB states (Arkansas, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) now require that, for a college to retain program approval, a designated percentage (ranging from 60 to 80 percent) of graduates pass the tests.

Most of the historically black colleges and universities indicated that, in response to the new state mandates, improvements in education programs were initiated or implemented between 1983 and 1986. For instance, 50 percent of the historically black institutions reported raising grade point average (GPA) requirements for entry into teacher education programs. The new GPA requirements ranged from 2.0 to 3.0 (on a 4.0 scale) with 50 percent reporting a GPA requirement of 2.5 or above for entry into the teacher education program.

Other changes include revised courses and curricula, test-taking workshops, improved academic advising programs, and faculty development programs.

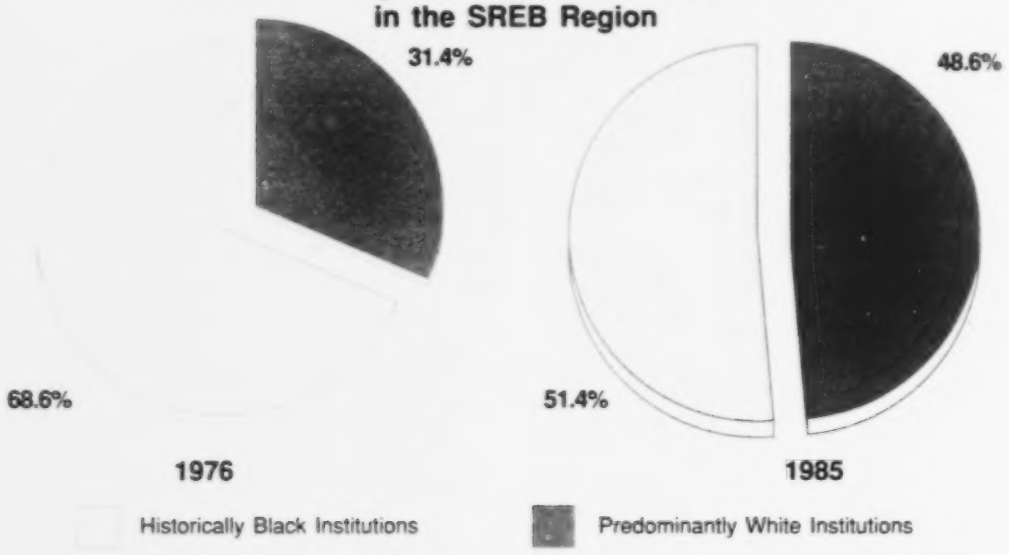
More Students Equal More Teachers

Getting today's college students to shift from majors perceived to be more lucrative and attractive, such as science and business, to teacher education may be very difficult, and in some respects counterproductive, since blacks also are underrepresented in these fields. In the long term, the most desirable strategy would be to increase the size of the total pool of black college students. Assuming that the proportion of students who elect an education major does not drop drastically, this would increase the number of black teachers.

For several years, SREB has been administering a project, funded by a grant from the William R. Kenan, Jr. Charitable Trust, which is attempting to improve the college-going rate of minorities through stronger links between schools and colleges. The idea is to encourage "at-risk, high potential" students who may lack the necessary motivation and skills to attend, and succeed in college.

Six historically black institutions (Bethune-Cookman College in Florida; Dillard University in Louisiana; Jackson State University in Mississippi;

Figure 1
Bachelor's Degrees Awarded to Black Students in the SREB Region



SOURCE: SREB analysis of National Center for Education Statistics data tapes of earned degrees and other awards, 1975-76 and 1984-85

South Carolina State College; Virginia Union University; and Winston-Salem State University in North Carolina) and their respective local public school systems participate in the project. The project emphasizes rigorous and challenging academic studies, provides tutorial services delivered by public school master teachers and university students, and sponsors social and cultural activities. For example, activities such as those offered at the Jackson State University site are typical:

- Tutorial activities for participants are determined by classroom grades and standardized achievement test scores, grade level, and background of students.
- Each of the 50 junior and senior high school students are assigned a university student mentor.
- A conference brought together public school officials and personnel and university faculty to discuss public school promotion and graduation requirements and their relationship to the higher college entry standards called for in Mississippi.
- A conference was held on requirements for regular admission to Jackson State and other universities in Mississippi and the need to begin the academic preparation of students for college entry as early as eighth grade.
- An academic and cultural summer academy for students is held on the Jackson State University campus.

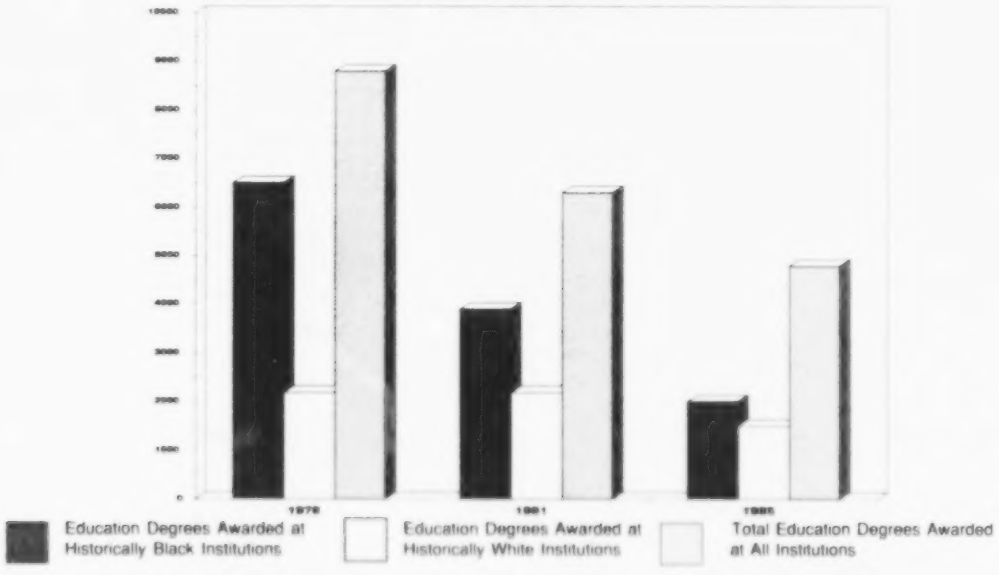
It is anticipated that the historically black colleges and universities and public school systems participating in the SREB project will increase the pool of minority students enrolling in and prepared for higher education in these states. In addition, the program will serve as a model for other colleges and universities and school systems.

The Southern Education Foundation organized a consortium on Teacher Supply and Quality in 1987 to increase the number of black teachers in the South. The Consortium members are: Albany State College (Georgia), Bethune-Cookman College (Florida), Grambling University (Louisiana),

Johnson C. Smith University (North Carolina), Tuskegee University (Alabama), Xavier University of Louisiana, the Harvard Graduate School of Education (Massachusetts), Teachers College of Columbia University (New York), and the Peabody College of Vanderbilt University (Tennessee).

Black students, from junior high school- to college-age will participate in separate programs designed to encourage interest in teaching and education. Faculty members from the six historically black institutions will be involved in faculty exchanges with Columbia and Vanderbilt Universities. Harvard hosted the first Summer Study Program in 1988 for 24 students nominated by the participating black colleges to increase the number of black teachers.

Figure 2
Education Degrees Awarded to Black Students in SREB States


Education Degrees Awarded at Historically Black Institutions
Education Degrees Awarded at Historically White Institutions
Total Education Degrees Awarded at All Institutions

SOURCE: SREB analysis of National Center for Education Statistics data tapes of earned degrees and other awards, 1975-76, 1980-81, and 1984-85

Other historically black institutions also have initiated programs to increase the college-going rates of minority students and/or the number of minorities in teaching. For example, Benedict College (South Carolina) coordinates the Minority Access to Teacher Education (MATE) scholars program in cooperation with the South Carolina Center for Teacher Recruitment headquartered at Winthrop College. The program is designed to encourage and attract academically talented high school students and presently enrolled college students from across South Carolina to embark on teaching careers. Students participate in a three-week summer residency program held on campus. The MATE program offers full financial aid to qualified students who are committed to teaching in a rural community or critical subject area for a minimum of five years.

Actions to Improve the Quality of Teacher Education Graduates

Earlier SREB studies noted that some historically black colleges and universities responded independently to the pressures to improve the quality of programs and graduates during the early stages of the reform movement. For instance, almost a decade ago, the dean of education at Norfolk State University (Virginia) recognized the increasing imbalance between the number of black children in the schools and the number of young black adults interested in a teaching career. The preparation and retention of black school teachers was presented to the faculty as a university-wide problem, not one limited only to the School of Education. Faculty conferences on teacher retention and on the need for students to do

better on the National Teacher Examinations were conducted and faculty were trained to tutor teacher education students.

The College of Education's program at Florida A&M University attributes improved student passing rates on the Florida Teacher Certification Test to a two-week seminar that was initiated in 1988. The percentage of students passing the certification test doubled from October 1988 to January 1989.

Grambling State University in Louisiana worked with consultants to identify weaknesses in students' performance on the National Teacher Examinations. Test-taking workshops for students were developed, and faculty were taught and encouraged to use questions similar to those found on standardized tests in their course testing. The School of Education currently tests freshmen interested in teaching to measure their academic readiness and has revised the education curriculum to better equip students with the skills required to meet the demands of standardized tests.

Teacher education students at Bethune-Cookman College have significantly improved passing rates on the Florida Teacher Certification Test. Of the students who took the examination in 1984, only 79 percent received passing scores. In both 1986 and 1987, the passing rate was 100 percent.

Part of the success at Bethune-Cookman is attributed to three courses all teacher education students are required to complete:

1) Developing Test-Taking Skills - a course designed to review basic skills (reading, math, writing).
2) Developing Teacher Competency - a review of the basic principles of teaching and learning.
3) Pre-student Teaching - a study of the Florida Performance Measurement Standards that are used to evaluate beginning teachers during the first year.

Virginia State University (VSU) has a National Teacher Examinations (NTE) Performance Improvement Project, which was funded by the 1986 General Assembly. Some of the activities that have been implemented include:

— A diagnostic/prescriptive test measures the strengths and weaknesses of freshman education majors. A post-test is offered after students complete their first-year courses and following participation in remediation activities, if necessary.
— The Teacher Education Examination (a mock NTE) assesses the needs of students who have completed their general education courses (usually sophomore students).
— Mastery tests in major fields are administered near the completion of the major and professional courses.
— A computer laboratory offers programmed instruction in mathematics, algebra, reading, geography, economics, behavioral science, political science, U.S. history, writing, chemistry, physics, biology, and earth science. A series for NTE preparation also is available.
— General education, specialty area, and professional courses have been modified to reflect NTE competencies.
— Since 1986, Pacesetter Scholarships based on academic merit have been awarded to 62 sophomores, juniors, and seniors enrolled in teacher education programs. Freshman students were included beginning in the fall of 1988.

To assist historically black institutions with their efforts to improve student performance on teacher certification and other standardized tests, SREB has initiated a series of two projects supported by the Fund for the Improvement of Postsecondary Education (FIPSE). Activities in the project focus on faculty, curriculum, and student assessment and development. The project has expanded to include student recruitment and strategic planning for long-term teacher education program development.

The initial FIPSE project, organized in 1984 with Southern University (Louisiana), Coppin State University (Maryland), and South Carolina State College, ended in 1987. The current project began during the 1987 academic year and will continue until 1990. Six institutions — Fayetteville State University (North Carolina); Saint Augustine's College (North Carolina); Bowie State University (Maryland); Benedict College (South Carolina); Dillard University (Louisiana); and Stillman College (Alabama) — participate in this second FIPSE Project.

Each participating institution in the initial FIPSE project established a teacher education center to assist students in improving scores on teacher certification examinations. A test item bank was developed by faculty to acquaint students with the type of questions found on standardized tests and provide them with opportunities to improve their test-taking skills. Participating institutions implemented course curricula and syllabi revisions to ensure that content typically included in the certification tests is adequately covered. Institutions participating in the second FIPSE project are developing or implementing similar activities on each of their campuses. The programs will serve as models for other colleges and universities seeking to improve the quality of their teacher education programs.

CONCLUSION/RECOMMENDATIONS

- Elementary and secondary school black students must be prepared for and encouraged to attend college.
- High school graduation rates of black students must increase and their preparation must improve so that college readiness and retention rates will show significant increases.
- More black students must enter and graduate from college if minority representation in all professions, not just teaching, is ever to reflect a reasonable proportion of the black population.
- Institutions should continue to implement programmatic changes and provide financial incentives to increase student's interest in teacher education programs.
- Careful, high quality evaluations of teacher education programs should be conducted to analyze program effectiveness.

Historically black colleges and universities continue to address the needs of the black community and the nation. These institutions have responded to the need to increase the number of black students enrolled in higher education and prepared for various professions, including teaching. The role and significance of historically black colleges and universities has not diminished in the more than 150 years of their existence.

This edition of *Regional Spotlight* was prepared by L. Jill Rambert, SREB Research Associate.

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NEWS OF EDUCATION IN SREB STATES

Margaret A. Sullivan, Editor

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